



LEAGUE ACADEMY

125 Twin Lake Road
Greenville, SC 29609

Grades	6-8 Middle School	
Enrollment	789 Students	
Principal	Merry L. Cox	864-355-8100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Good	Good
2009	Good	Average
2008	Good	Below Average
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

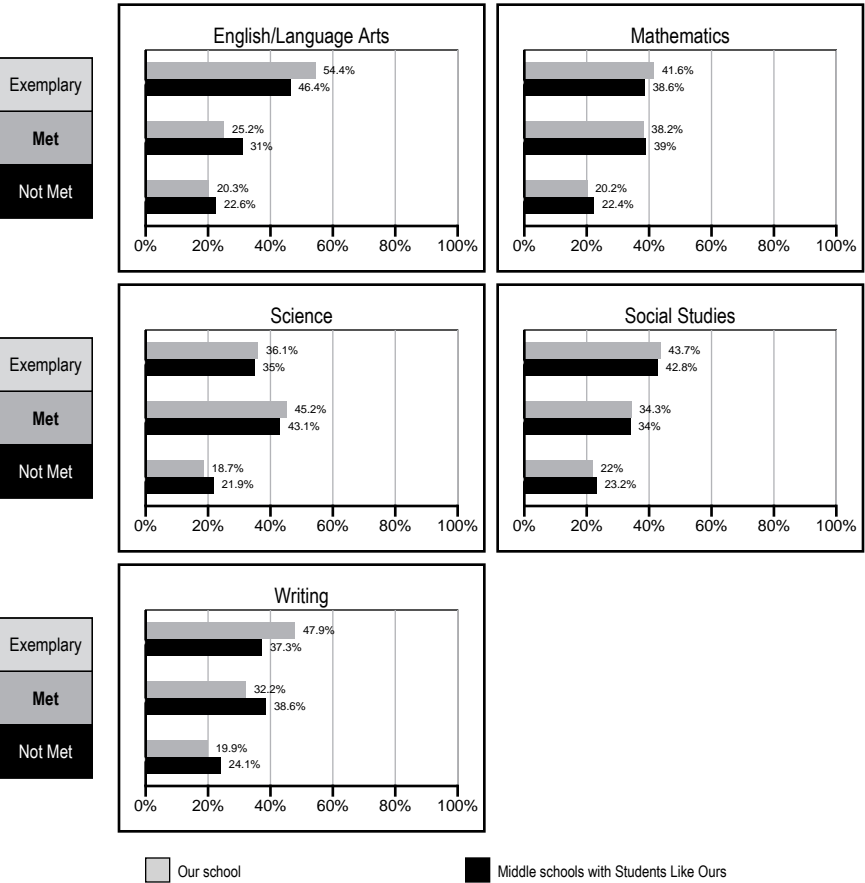
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	6	4	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.5%
English 1	100.0%	98.3%
Biology 1/Applied Biology 2	N/A	92.7%
Physical Science	N/A	70.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=789)				
Students enrolled in high school credit courses (grades 7 & 8)	35.8%	Down from 45.3%	35.8%	24.5%
Retention rate	1.3%	Up from 1.1%	0.3%	0.7%
Attendance rate	96.6%	Up from 96.4%	96.6%	95.9%
Served by gifted and talented program	32.1%	Down from 36.6%	24.9%	17.8%
With disabilities other than speech	10.5%	Up from 9.5%	7.2%	9.2%
Older than usual for grade	1.0%	Up from 0.7%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.8%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	55.3%	Up from 53.2%	60.5%	60.0%
Continuing contract teachers	89.4%	Up from 83.0%	86.3%	82.6%
Teachers returning from previous year	90.1%	Up from 85.1%	88.7%	85.6%
Teacher attendance rate	94.9%	Down from 97.2%	94.6%	95.3%
Average teacher salary*	\$45,996	Down 0.3%	\$48,093	\$46,300
Professional development days/teacher	11.7 days	Up from 9.7 days	9.4 days	9.9 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	27.2 to 1	Up from 24.3 to 1	24.2 to 1	21.5 to 1
Prime instructional time	91.9%	Down from 94.2%	90.8%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.4%	98.1%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$6,372	Down 6.2%	\$6,520	\$7,634
Percent of expenditures for instruction**	62.1%	Down from 63.2%	66.0%	64.0%
Percent of expenditures for teacher salaries**	61.2%	Up from 60.4%	64.0%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

League Academy of Communication Arts was named a National "School to Watch" in March of 2011, and this prestigious award has launched us forward into even more possibilities. Our motto of "Hands on Today, Eyes on Tomorrow," and our mission statement of "Challenge – Create – Communicate!" truly describe our school in just a few words. League is an exciting place to teach and learn. League is a magnet school with a student body of almost 800 students, comprised of about two thirds home-based students and one third magnet students. Our poverty index is close to 40%. Our diversity lies in many areas: ethnicity, socio-economics, educational experiences, and life experiences and opportunities, which makes League a melting pot of life experiences. It also creates a unique task for our teachers to work to move ALL students forward in their educational journey. We continue to work to raise the academic challenge and performance for each student at League and to provide a school environment supportive of learning, all the while striving to integrate a high quality arts program into our curriculum. The efforts of our students, staff, parents and community working together have paid wonderful dividends.

Our longitudinal PASS scores in ELA and MATH show a continued increase in the number of students meeting or exceeding standard. Our staff has qualified teachers and staff members, with 61% having advanced degrees and an average of 13.3 years of educational experience. We have increased involvement in our PTA and our School Improvement Council. The PTA and SIC members have worked together to secure a crossing guard and a new crosswalk for our students to ensure their safety as they enter and leave our campus. Through the SIC, the "Dr. Richard Maag Arts Integration Award" was given to a teacher for the use of exceptional arts integration practices.

As we worked through the National Schools to Watch school improvement process for the last two years, we realized that League has a long history of "firsts," including the first middle school in GCS to win the "Palmetto's Finest Award" in 1981, the first middle school in GCS to win the "National Blue Ribbon Award" in 1982, the first GCS middle school to win the "Red Carpet Award" in 2005 and this year, the first middle school in GCS to become a "School to Watch." What a history of excellence! These things have not happened by accident. We train constantly using data to drive our instruction, using teachers' expertise and leadership in hiring staff members, using quality instructional strategies learned through Learning-Focused training and the use of Baldrige Quality tools and using technology and arts to push our staff and students forward. During the 2010-11 school year, our students were recognized at the school, district, state and national level for their work in academic areas and in the arts. Our showcases in dance, drama, art, strings, band and choral work are truly extraordinary.

Our school portfolio is a dynamic school improvement plan that guides our work. Our mission, vision and goals are stated and are used to help raise student achievement. Please visit our website at <http://greenville.k12.sc.us/league> to learn more about League. "Challenge – Create – Communicate!" is what we will continue to do!

Merry L. Cox, Principal
Carolyn Henry, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	223	86
Percent satisfied with learning environment	97.6%	84.1%	91.7%
Percent satisfied with social and physical environment	95.2%	87.3%	87.2%
Percent satisfied with school-home relations	97.6%	87.7%	82.4%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 26 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	794	99.9	20.2	25.3	54.5	86.8	84.1	82.4	Yes	Yes
Gender										
Male	331	100	26.9	25	48.1	81.1	80.8	78.7	N/A	N/A
Female	463	99.8	15.5	25.5	59.1	90.9	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	470	99.8	8.1	19.9	72	95.8	89.7	88.9	Yes	Yes
African American	213	100	46	36	18	67.7	72.2	72.9	Yes	Yes
Asian/Pacific Islander	38	100	13.2	21.1	65.8	94.7	93.3	93	I/S	I/S
Hispanic	71	100	34.8	33.3	31.8	74.2	79.2	79.3	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	92	100	75	18.8	6.3	38.8	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	60	100	27.6	32.9	39.5	81.6	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	354	100	39.2	31.6	29.1	72.8	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	794	99.9	20.1	38.3	41.6	87.8	84.4	81.9	Yes	Yes
Gender										
Male	331	100	23.4	37.5	39.1	84.3	82.9	79.9	N/A	N/A
Female	463	99.8	17.7	38.9	43.4	90.2	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	470	99.8	9.2	35.7	55.1	94.3	89.4	88.9	Yes	Yes
African American	213	100	45	41.8	13.2	72	72	71.4	Yes	Yes
Asian/Pacific Islander	38	100	7.9	34.2	57.9	97.4	95.6	94.6	I/S	I/S
Hispanic	71	100	31.8	47	21.2	81.8	82.7	81.1	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	92	100	72.5	18.8	8.8	41.3	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	60	100	25	48.7	26.3	86.8	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	354	100	37.7	43.7	18.7	76.3	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	547	99.6	18.6	45.2	36.1	81.4	71.6	68.6
Gender								
Male	224	100	26.3	42.6	31.1	73.7	71.4	68.3
Female	323	99.4	13.4	47.1	39.5	86.6	71.9	68.9
Racial/Ethnic Group								
White	319	99.7	8	41.5	50.5	92	81	80.7
African American	149	99.3	43.1	49.2	7.7	56.9	52.3	51.4
Asian/Pacific Islander	23	100	4.3	52.2	43.5	95.7	85.1	85.3
Hispanic	55	100	28	56	16	72	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	71	98.6	62.7	30.5	6.8	37.3	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	43	100	24.5	56.6	18.9	75.5	61.8	60.7
Socio-Economic Status								
Subsidized meals	248	99.6	33.3	51.1	15.5	66.7	58.4	57.3

Social Studies								
All Students	540	99.3	21.8	34.4	43.8	78.2	76.1	72.5
Gender								
Male	221	99.1	21.6	31.7	46.6	78.4	75.9	72
Female	319	99.4	21.9	36.2	41.9	78.1	76.2	73.1
Racial/Ethnic Group								
White	318	99.4	12.4	31.6	56	87.6	82.8	81
African American	149	99.3	42.1	38.3	19.5	57.9	61.5	60
Asian/Pacific Islander	26	100	15.4	38.5	46.2	84.6	88.5	89
Hispanic	46	97.8	28.6	40.5	31	71.4	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	64	100	70.2	21.1	8.8	29.8	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	39	97.4	26	44	30	74	70.5	69.7
Socio-Economic Status								
Subsidized meals	242	99.2	37.2	37.2	25.6	62.8	65.2	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	245	99.6	19.9	32.2	47.9	80.1	76	73.2	96.6	96.4
Gender										
Male	94	100	28.1	38.2	33.7	71.9	70.2	67.2	96.4	96.3
Female	151	99.3	15	28.6	56.5	85	82.1	79.4	96.7	96.4
Racial/Ethnic Group										
White	151	100	8.7	30.9	60.4	91.3	83.1	81.5	96.6	96.2
African American	58	98.3	44.2	36.5	19.2	55.8	62.2	61.3	96	96.4
Asian/Pacific Islander	13	100	7.7	46.2	46.2	92.3	90.3	87	98.7	97.6
Hispanic	22	100	47.6	23.8	28.6	52.4	64.3	66.7	97	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	97.8	95.8
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	20.8	26.5	26	94.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	18	100	30.4	39.1	30.4	69.6	65.3	65.7	97.8	97.2
Socio-Economic Status										
Subsidized meals	94	98.9	44.3	34.1	21.6	55.7	63.7	63.2	95.9	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	283	100	21	29.3	49.6	79
	7	246	100	21.4	22.2	56.4	78.6
	8	230	100	25.8	23.1	51.1	74.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	255	100	18.1	26.7	55.1	81.9
	7	293	99.7	22.3	25.9	51.8	77.7
	8	246	100	20	23	57	80
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	283	100	25.7	39.5	34.8	74.3
	7	246	100	21.8	34.2	44	78.2
	8	230	100	30.7	37.8	31.6	69.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	255	100	16.9	41.2	42	83.1
	7	293	99.7	22.6	31	46.4	77.4
	8	246	100	20.4	43.8	35.7	79.6
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	141	100	34.8	52.2	13	65.2
	7	246	100	17.1	40.2	42.7	82.9
	8	115	94.8	23.1	37	39.8	76.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	129	100	22.8	58.5	18.7	77.2
	7	293	99.7	19.3	45.3	35.4	80.7
	8	125	99.2	12.7	31.4	55.9	87.3

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	142	97.9	18.4	45.6	36	81.6
	7	246	100	27.8	36.3	35.9	72.2
	8	115	94.8	18.1	28.6	53.3	81.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	126	99.2	11.8	39.5	48.7	88.2
	7	293	99.7	29.2	33.9	36.9	70.8
	8	121	98.4	14.7	30.2	55.2	85.3
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	282	99.7	17	34.8	48.2	83
	7	245	100	18.3	27.2	54.5	81.7
	8	231	100	14.1	28.2	57.7	85.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	245	99.6	19.9	32.2	47.9	80.1

Abbreviations for Missing Data

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